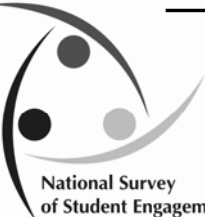


Creating Clear Pathways to Student Engagement and Success in College


ROAD TO SUCCESS
October 23-25, 2006
OHIO COLLEGE ACCESS and SUCCESS CONFERENCE
The Columbus Marriott North Hill



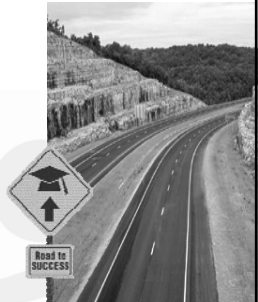
Jillian Kinzie
IU Center for Postsecondary Research

National Survey of Student Engagement

Overview


"NESSIE"

- ◆ The context for student success in college
- ◆ NSSE Overview
- ◆ What do we know about student engagement and success?
- ◆ Creating Clear Pathways



Current Concerns: Access, Affordability, Quality, Accountability

(Sec. Spellings' National Commission on the Future of Higher Education)

- ◆ Global competitive pressure
- ◆ Greater access to postsecondary education
- ◆ Control costs, simplify financial aid
- ◆ Measure and report student learning outcomes
- ◆ Public concern that we need to know much more about whether students at colleges and universities are actually learning

Concerns about Quality in Higher Education

WRONG WAY

- ◆ *"Colleges and universities, for all the benefits they bring, accomplish far less for their students than they should."*
- ◆ *"Has the quality of teaching improved? More important, are students learning more than they did in 1950?...The honest answer to these questions is that we do not know."*
- ◆ *"The moment has surely come for America's colleges to take a more candid look at their weaknesses and think more boldly about setting higher educational standards for themselves."*


Bok, D. (2006). *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*

21st Century Students and the College Experience

DETOUR AHEAD

- ◆ College-going stakes higher today than at any point in history
- ◆ Need to provide high-quality postsecondary education to more than three-quarters of the adult population
- ◆ 45% students in 2yr-colleges depart during their first year, & 1 of 4 leave from 4-yr schools
- ◆ Enrollment & persistence rates of historically underserved students lagging


Student Success Quiz



What percent of high school seniors have college-level reading skills?

(a) 51% (b) 59% (c) 68% (d) 77% (e) none of the above

e. 51% (ACT, 2006)



Student Success Quiz


True or false:

26% of first-year first-time frosh take one or more remedial courses in college.

False. 40%

Student Success in College



Student success - defined in a broad, all-encompassing manner includes: *academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives including graduation, and post-college performance.*



http://nces.ed.gov/npec/pdf/Kuh_Team_Report.pdf


Pre-college Characteristics Associated with Student Success

- Academic preparation
- Ability and college-level skills
- Family education and support
- Financial wherewithal

Early College Indicators of Persistence and Success


- Goal realization
- Psycho-social fit
- Credit hours completed
- Academic and social support
- Involvement in the "right" kinds of activities




Good Practices in Undergraduate Education

(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)

- ✓ Student-faculty contact
- ✓ Active learning
- ✓ Prompt feedback
- ✓ Time on task
- ✓ High expectations
- ✓ Respect for diverse learning styles
- ✓ Cooperation among students



What *Really* Matters in College: Student Engagement



Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage *student engagement.*

Pascarella & Terenzini, How College Affects Students, 2005, p. 602

Lessons from the Research

- ◆ What matters most is what students do, not who they are
- ◆ A key factor is the quality of effort students expend
- ◆ Educationally effective institutions channel student energy toward the right activities

National Survey of Student Engagement *(pronounced "nessie")*



Community College Survey of Student Engagement *(pronounced "sessie")*



College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development

Two Components of Student Engagement

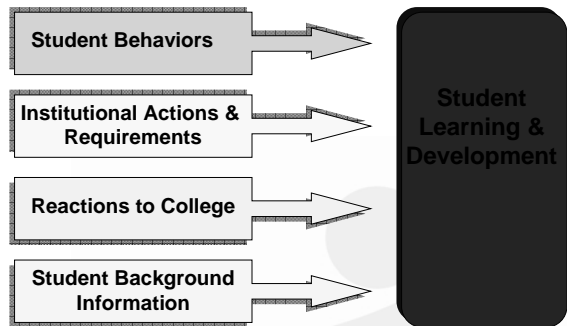
What **students** do -- time and energy devoted to educationally purposeful activities



What **institutions** do -- using effective educational practices to induce students to do the right things



NSSE's Survey Instrument *The College Student Report*



NSSE

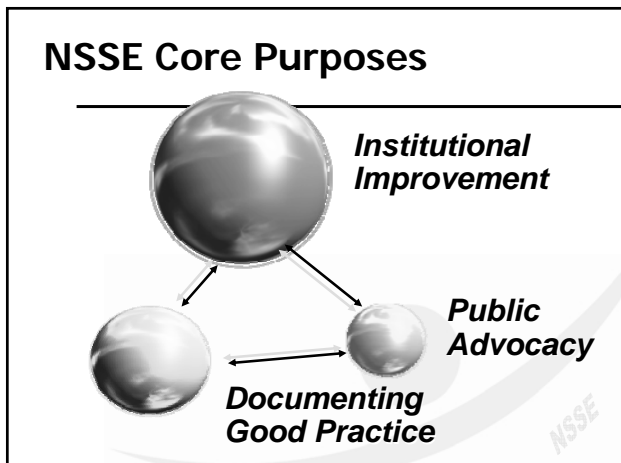
1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

www.iub.edu/~nsse

9 About how many hours do you spend in a typical 7-day week doing each of the following?

# of hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



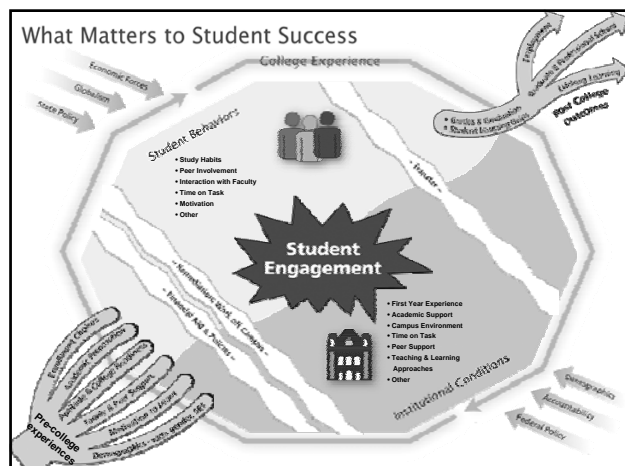
NSSE Project Scope

- One million+ students from 1,100 different schools
- Random sample of First-year and Seniors surveyed spring term
- 50 states, Puerto Rico, Canada
- 70+ consortia

Related Initiatives:

- Faculty Survey of Student Engagement (FSSE)
- Beginning College Survey of Student Engagement (BCSSE) full launch 2007

- ### NSSE in Ohio Colleges & Universities
- | | | |
|---------------------------------------|-------------------------------------|-----------------------------|
| Antioch College | Heidelberg College | Ohio University |
| Baldwin-Wallace College | Hiram College | Zanesville Campus |
| Bowling Green State University | John Carroll University | Ohio Wesleyan University |
| Capital University | Kent State University | University of Akron |
| Case Western Reserve University | Kenyon College | University of Cincinnati |
| Cedarville University | Lourdes College | University of Dayton |
| Central State University | Malone College | University of Toledo |
| Cleveland State University | Miami University-Oxford | Urbana University |
| College of Mount St. Joseph | Mount Union College | Ursuline College |
| College of Wooster | Notre Dame College | Walsh University |
| Columbus College of Art and Design | Ohio Christian University | Wilmington College |
| Defiance College | Ohio Northern University | Wittenberg University |
| Denison University | The Ohio State University | Wright State University |
| Franciscan University of Steubenville | University-Mansfield | Xavier University |
| | The Ohio State University at Newark | Youngstown State University |
| | Ohio University | |



What have we learned about student engagement?

Student Engagement Quiz


What percent of full-time seniors study, on average, more than 20 hours per week?

- (a) 14%
- (b) 23%
- (c) 32%
- (d) 41%
- (e) 50%

Answer = b. 23%

WRONG WAY **Worrisome Gap....**

- Full-time students spend an average of 13 hrs per week studying
- Hrs. recommended by faculty = 20-25

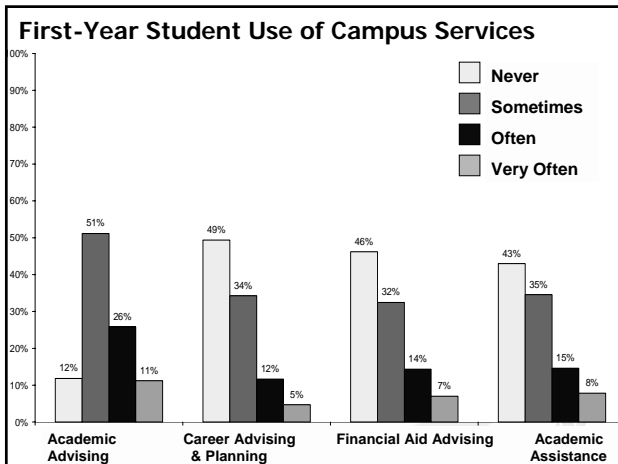


Student Engagement Quiz

What percent of first-year students never used career planning, financial advising, or academic tutoring services?

- (a) 18%
- (b) 25%
- (c) 35%
- (d) 45%
- (e) 60%

Answer = d. 45%



Student Engagement Quiz

True or False.

Almost half of all students spend no time on co-curricular activities.


True.
43% first-years, 48% seniors report *0 hours*

Who's more engaged?

- Women
- Fraternity & sorority members
- Full-time students
- Students who live on campus
- Learning community students
- Students with diversity experiences
- Distance learners

Gender Differences in Engagement by First-year Students (source: NSSE 2006)

Female Students More Engaged	Male Students More Engaged
Community service or volunteer work	Tutored or taught other students
Hours per week preparing for class	Hours per week relaxing and socializing (watching TV, partying, etc.)
Hours per week providing care for dependents living with you (parents, children, spouse, etc.)	Hours per week participating in co-curricular activities
Worked harder than you thought you could to meet an instructor's standards or expectations	Exercised or participated in physical fitness activities
Used e-mail to communicate with an instructor	Discussed ideas from readings or classes with faculty members outside of class
Foreign language coursework	Number of problem sets (problem-based homework assignments) that take less than an hour to complete
Prepared two or more drafts of a paper or assignment before turning it in	Research project with faculty member
Attended an art exhibit, gallery, play, dance, or other theater performance	Worked with faculty members on activities other than coursework



Student Engagement Quiz

What percent of all college seniors took at least one course at another institution prior to enrolling at their current school (aka "swirling")?

- (a) 22%
- (b) 30%
- (c) 45%
- (d) 50%
- (e) 65%

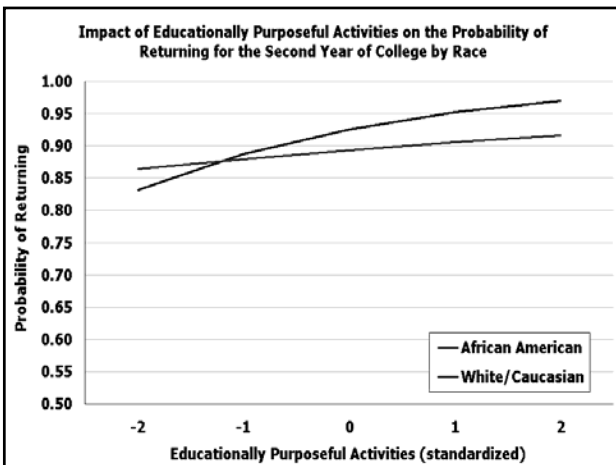
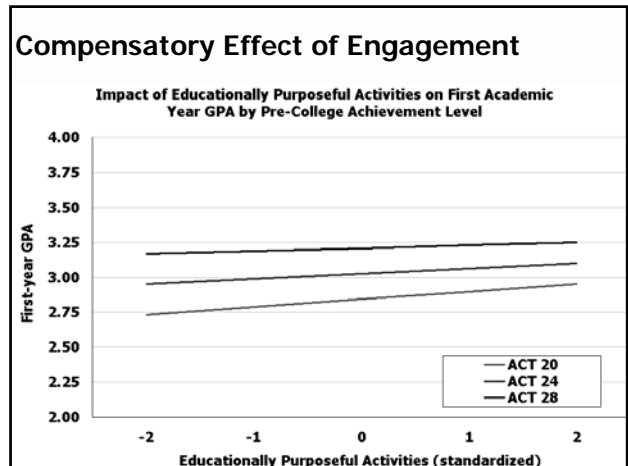
Answer = c. 45%

What matters to college grades?

- Pre-college achievement +
- Female +
- African American -
- Part-time enrolled -
- 21+ hrs work off campus -
- 21+ hrs socializing -
- 6+ hrs co-curricular -
- Engagement +

What matters to persistence?

- Female +
- Pre-college achievement +
- Part-time enrolled -
- Merit grant +
- Transfer status -
- Work off campus 0
- 6+ hrs co-curricular +
- College grades +
- Engagement +



Connecting the Dots Findings

Funded by Lumina Foundation & Center of Inquiry in the Liberal Arts at Wabash College

- Student engagement positively related to FY and senior student grades and to persistence between the first and second year of college at the same institution. Positive effects of engagement persist even with controls such as pre-college achievement, financial aid, family income, enrollment status, living on campus, working off campus, and so forth. Equally important, the effects of engagement are generally in the same positive direction for students from different racial and ethnic backgrounds.*
- Engagement has compensatory effect on FY grades and persistence to the second year of college. That is, although exposure to effective educational practices generally benefits all students, the salutary effects are greater for lower ability students as well as students of color compared with White students.*

Beginning College Student Survey of Engagement (BCSSE)

- ❖ BCSSE measures:
 - HS experiences; Importance of college activities
 - Baseline self-assessment of knowledge and skills
 - Demographics

❖ Use to examine gap between expectations and engagement

❖ Study effect of students' background on NSSE scores

Beginning College Survey of Student Engagement (BCSSE)



College Expectations:

- ❖ 14% are uncertain as to whether they will graduate from their current institution and 3% are certain they will not
- ❖ 92% expect grades of B or better
- ❖ 72% expect to spend 15 hours or less per week relaxing and socializing
- ❖ Only 17% expect to spend more than 25 hours per week studying.

Beginning College Survey of Student Engagement (BCSSE)



Expectations and Realities

- ❖ Although 60% of entering students expected to spend more than 15 per week preparing for class, only 40% studied that much during their first year of college
- ❖ The majority of entering students expected to participate in co-curricular activities, yet nearly one-third (32%) spent no time in these activities during their first year.
- ❖ Entering students expectations about leisure time was close to the actual hours they spent relaxing and socializing – 23% expected to relax and socialize for more than 15 hours per weeks and 27% were actually doing so.

Beginning College Survey of Student Engagement (BCSSE)

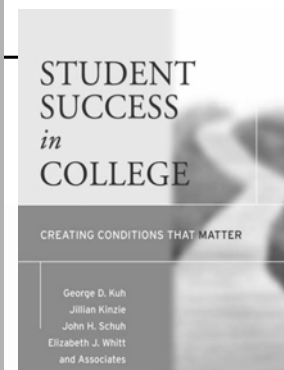
Differences between High School and College Classrooms:

- ❖ 82% of entering students frequently asked questions in class or contributed to class discussions in their senior year of high school – only 61% did so in the first-year college courses.
- ❖ 65% worked with other students on project in their senior year of high school but only 41% did so in their first year of college.

Expectations, Engagement and Success in College

- ❖ Overall pattern: Students initial expectations for their academic involvement is **less than faculty might wish**, and their actual engagement is **even less**
- ❖ *Students set in place in their first semester of college the pattern of time allocation that will serve them across their years in college*
- ❖ Faculty need to detail the specific activities that will lead to success in college courses

What does an educationally effective college look like at the turn of the 21st century?



Six Shared Conditions of Educationally Effective Institutions

1. "Living" Mission and "Lived" Educational Philosophy
2. Unshakeable Focus on Student Learning
3. Environments Adapted for Educational Enrichment
4. Clearly Marked Pathways to Student Success
5. Improvement-Oriented Ethos
6. Shared Responsibility for Educational Quality

Lessons for Student Success



4. Clearly Marked Pathways to Student Success

- ❖ Make plain to students the resources and services available to help them succeed.
- ❖ Some guideposts tied directly to the academic program; others related to student and campus culture.
- ❖ Institutional publications accurately describe what students experience.

Lessons for Student Success



4. Clearly Marked Pathways to Student Success

- ❖ Efforts tailored to student needs.
- ❖ Mutually reinforcing student expectations and behavior, institutional expectations, and institutional reward systems.
- ❖ Redundant early warning systems and safety nets

Anticipatory socialization to involvement opportunities

At Longwood, the "New Student Leadership Program" brings 80 first-year students to campus prior to the beginning of the fall semester to explore leadership skills, build support networks for leadership development, and provide opportunities for faculty and staff to identify potential student leaders.



Longwood builds "Citizen Leaders"



Socialization to Academic Expectations

Wheaton new students read a common book and essays by faculty that respond to the reading. Assigned readings, faculty responses, and the website combine to introduce incoming students to preferred ways to grapple with intellectual issues.

Intentional acculturation

Rituals and traditions connect students to each other and the institution

KU's "Traditions Night." 3,000 + students gather in the football stadium to rehearse the Rock Chalk Chant, listen to stories about the Jayhawk, learn the "I'm a Jayhawk" school song, and hear stories intended to instill students' commitment to graduation



Connect Students to Campus in Meaningful Ways

University of Maine at Farmington's Student Work Initiative employs students* in meaningful work in student services, laboratories, and field-research. Such experiences provide students opportunities to apply what they are learning to practical, real-life situations.

* 50% of UMF's students work on campus

Mentoring



Michigan's University Mentorship Program matches up groups of four first-year students with an older student and a faculty or staff member who all share the same academic interests. The goal is to provide students with mentoring relationships, networking opportunities, yearlong guidance and support, and in general to help ease the transition to college.

Redundant early warning systems

FSU's Early Alert program enables faculty to contact first-year student mentors and University College to alert them about students experiencing difficulty during the first two weeks of the semester. Mentors contact students to advise and refer as appropriate.

Transfer Friendly Policies

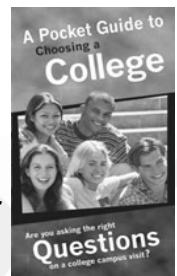
- ◆ Evergreen State's "Upside Down Degree" program inverts the traditional model of undergraduate education for students with technical degrees – gen ed the last 2 years
- ◆ Half of incoming class at GMU are transfers. Designated University 300 orientation course for transfers. University 200 is a course for students enrolled at community colleges so they can learn more about GMU.

Reflecting on What Matters to Student Success in College

- ◆ What do prospective students learn about what they can expect and what is expected of them?
- ◆ How do new students (first years and transfers) learn what it takes to succeed?
- ◆ What rituals or traditions signal student success?
- ◆ What signature programs exist for assuring student success?
- ◆ What warning systems or safety nets are in place for intervention?
- ◆ How do you know???

Helping Students and Families Focus on What Matters to Success

- Pocket Guide helps prospective students ask the "right" questions
- Good questions to ask of all schools, not just those that participate in NSSE
- School counselors can request up to 1000 free pocket guides per year. Colleges and non-profit education organizations can request up to 300 copies free per year.*



*Request via the NSSE Web site

"A Pocket Guide to Choosing a College: Are You Asking the Right Questions..."

Academic Challenge

Demanding intellectual and creative academic work.

- To what degree is studying and spending time on academic work emphasized?
- Do faculty hold students to high standards?
- How much time do students spend on homework each week?
- What type of thinking do assignments require?
- How much writing is expected?
- How much reading is expected?
- Do exams require students to do their best work?

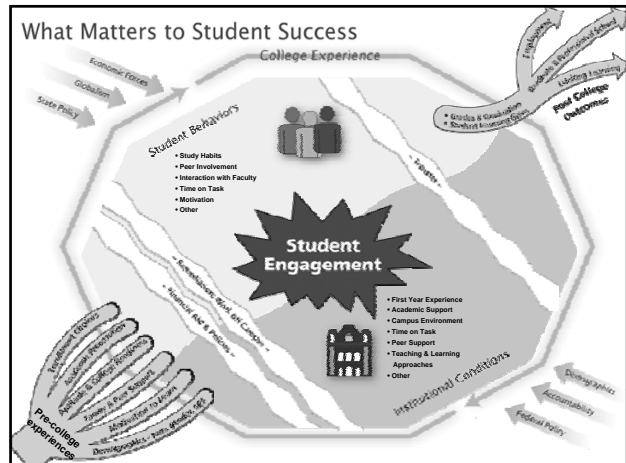
NOTES:

Active Learning

Intense involvement in learning.

- How often do students discuss ideas in class?
- How often are topics from class discussed outside of the classroom?
- Do students work together on projects – inside and outside of class?
- How often do students make class presentations?
- How many students participate in community-based projects in regular courses?
- How many students apply their classroom learning to real life through internships or off-campus field experiences?
- Do students have opportunities to tutor or teach other students?

NOTES:



Student Success Resources:

NPEC 2006 National Symposium on Postsecondary Student Success


- Research papers, forum

(<http://nces.ed.gov/npec/symposium.asp>)


What Matters to Student Success: A Review of the Literature

Commissioned Report for the National Symposium on Postsecondary Student Success: Spearheading a Dialog on Student Success

George D. Kuh, Ellen K. Seix, Jennifer A. Buckley, Indiana University Bloomington
 Ronald E. Riegler, American Council on Education
 John C. Hoxby, Kentucky Council on Postsecondary Education




July 2006



Last Word on Student Success...




"We don't want students to go through school, but for school to go through them."

Faculty member, Fayetteville State University



Discussion and Comments

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National Survey of Student Engagement
www.iub.edu/~nsse

**Ohio College Access Network (OCAN)
Road to Success Conference
October 23-25, 2006**

Creating Clear Pathways to Student Engagement and Success in College

Jillian Kinzie, Associate Director, Indiana University

Center for Postsecondary Research, NSSE Institute, jikinzie@indiana.edu, www.nsse.iub.edu

“Colleges and universities, for all the benefits they bring, accomplish far less for their students than they should.”
– Bok, (2006)

“Postsecondary institutions should measure and report meaningful student learning outcomes.” – National Commission on the Future of Higher Education (2006)

Student success is defined in a broad, all-encompassing manner to include: *academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives including graduation, and post-college performance.*

National Survey of Student Engagement (NSSE). Since its launch in 2000, more than 1 million students have participated, and 1,100 colleges and universities have used NSSE (and several hundred 2-year colleges have used the Community College Survey of Student Engagement, CCSSE) to evaluate the quality of the undergraduate experience. NSSE provides an annual snapshot of student participation in programs and activities that institutions provide for their learning and personal development.

- Results provide an estimate of how undergraduates spend their time and what they gain from attending college.
- *National Survey of Student Engagement* items represent empirically confirmed ‘good practices’; they reflect behaviors associated with desired outcomes of college.
- The time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.
- Data belongs to the institution.

What Really Matters in College: Student Engagement

- **What students do -- time and energy devoted to educationally purposeful activities**
- **What institutions do -- using effective educational practices to induce students to do the right things**
- **Educationally effective institutions channel student energy toward *the right activities***

“Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement.” p. 602, Pascarella & Terenzini, *How College Affects Students*, 2005, p. 602

NSSE Use: Colleges and universities have used their NSSE data to assess the quality of student engagement, create action plans for improvement, set goals, and develop performance measures to evaluate progress.

Recruitment and Retention:

More institutions are using their NSSE results to inform prospective students and families about campus engagement opportunities and to shape student expectations for the demands of college learning. Institutions are also using their NSSE data to examine issues of student retention and success.

Retention:

- Student departure is “ill-structured” problem, requires multiple interventions
- Everyone has a stake in success of practices to reduce student departure
- Ultimate goal of retention initiatives is **improved educational experiences (not just retention)**
- Academic dimension plays significant role in retention of commuter, adult populations
- Focus on distinguishing where student experience matches espoused mission & where it falls short

Links between NSSE & Retention Goals:

- NSSE is a stimulus for reflection on what the institution does well, & areas for improvement
- NSSE results focus on educational experiences associated with retention
- Identifies what distinguishes institution, where student experience matches espoused mission, & where it falls short
- NSSE results can be connected to institutional data to build retention models

With generous support from *Lumina Foundation for Education*, NSSE collaborated with 19 partner institutions over the past two years to determine the relationships between student engagement, grades, and persistence.

1. Student engagement is positively related to first-year and senior student grades and to persistence between the first and second year of college at the same institution. Consistent with the findings of many other studies over several decades, the positive effects of engagement persist even after controlling for a host of variables, such as pre-college achievement, financial aid, family income, enrollment status, living on campus, working off campus, and so forth. Equally important, the effects of engagement are generally in the same positive direction for students from different racial and ethnic backgrounds.

2. Engagement has a compensatory effect on first-year grades and persistence to the second year of college. That is, although exposure to effective educational practices generally benefits all students, the salutary effects are even greater for lower ability students as well as students of color compared with White students.

Institution-Level Retention Studies:

- Humboldt State – Used 2002 NSSE survey to study retention. Analyzed on individual item level. Withdrawn students had substantially lower engagement. Most of significant items reflect attitudes that could be identified in conversations between students and advisors.
- Elon University – Used multi-year NSSE results to explore retention. Found that quality of interactions with other students correlated with retention. Currently examining programs/services that enhance or foster these relationships.

What Have We Learned about Engagement and Success from NSSE?

- The single best predictor of student satisfaction with college is the degree to which they perceive the college environment to be supportive of their academic and social needs.
- Effective educational practices measured by NSSE are independent of institutional selectivity.
- At institutions where faculty members use effective educational practices more frequently in their classes, students are more engaged over all and gain more from college.
- Grades, persistence, student satisfaction, and engagement go hand in hand.
- Three of ten first-year students reported working just hard enough to get by.
- Between 40% and 50% of first-year students *never* used career planning, financial advising, or academic tutoring services.
- Almost half of all students (43% first-years, 48% seniors) spend no time on cocurricular activities.

A “**one size fits all**” set of indicators is insufficient in any accountability system, but especially in higher education. Given the diversity of institutional missions and students, and the multiple, winding pathways undergraduates follow to a baccalaureate degree. Along with engagement and learning outcomes, other appropriate indicators of student success that might be featured in a performance template include:

- persistence and graduation rates
- student goal attainment
- course retention
- transfer rates and transfer success
- post-college endeavors such as, graduate school, employment, & orientation to lifelong learning.
- degree/certificate completion
- student satisfaction
- personal and professional development
- success in subsequent course work

Resources:

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